

DOCUMENT RESUME

ED 454 383

CE 081 817

AUTHOR Sherman, Renee; Tibbetts, John; Dobbins, Dionne; Weidler, Danielle

TITLE Management Competencies and Sample Indicators for the Improvement of Adult Education Programs.

INSTITUTION Pelavin Research Inst., Washington, DC.

SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.

PUB DATE 2001-04-00

NOTE 36p.; Publication of Building Professional Development Partnerships for Adult Educators Project (PRO-NET). For a companion PRO-NET document, see CE 081 815.

AVAILABLE FROM For full text:
http://www.pro-net2000.org/CM/content_files/63.pdf.

PUB TYPE Guides - Non-Classroom (055) -- Tests/Questionnaires (160)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Administrator Qualifications; Administrator Role; Adult Basic Education; Adult Education; *Adult Educators; Adult Programs; *Competence; Competency Based Education; Continuing Education; Diversity (Faculty); Diversity (Student); *Educational Administration; Educational Environment; Educational Improvement; Educational Technology; Leadership Training; *Management Development; Postsecondary Education; *Professional Development; Program Evaluation; *Program Improvement; School Community Relationship; Self Evaluation (Individuals); Supervisor Qualifications; Supervisor Supervisee Relationship; Vocational Education

IDENTIFIERS Performance Indicators

ABSTRACT

This publication is designed to help adult education administrators think reflectively about their programs, identify areas of strengths and areas of improvement for themselves and for their programs, and plan and implement strategies that enhance the overall quality of their programs. The guide identifies a set of 17 recognized skills and knowledge areas (competencies) possessed by effective program administrators. The competencies reflect these five broad themes associated with effective program management: (1) communicating and collaborating with instructors, learners, and other stakeholders on an ongoing basis; (2) managing resources in a limited environment; (3) recognizing the significance of technology within the adult education environment; (4) respecting diversity; and (5) evaluating the overall program for continuous improvement and accountability. The competencies are divided into these seven general categories: leadership skills, instructional leadership, resource management and allocation, staff supervision, program monitoring and reporting, professional development practices, and community collaborations. The guide provides a brief overview of the management competencies, including an explanation of how they were developed, the overall organization of the competencies, and suggested uses. It also includes a chart listing the competencies and sample indicators. Appendixes provide samples of a self-assessment instrument to assist administrators in using the competencies and a professional development action plan. (KC)

Management Competencies and Sample Indicators for the Improvement of Adult Education Programs

A Publication of
Building Professional Development Partnerships
for Adult Educators Project

PRO-NET

April 2001

*Renee Sherman
John Tibbetts
Dionne Dobbins
Danielle Weidler
Pelavin Research Institute*

Sponsored by:

*U.S. Department of Education
Division of Adult Education and Literacy
Ronald Pugsley, Division Director
Jim Parker, Project Officer*

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

TABLE OF CONTENTS

	Page
Introduction.....	1
How Were the Competencies Developed?	3
How Are the Competencies Organized?	4
How Can the Competencies Be Used To Improve Program Management?	6
State Level Uses	7
Local Program and Individual Level Uses.....	7
Management Competencies and Sample Indicators	8
Appendices	
Appendix A: Management Self-Assessment Instrument.....	A-1
Appendix B: Management Professional Development Action Plan.....	B-1

INTRODUCTION

Today's multifaceted educational challenges require program administrators in adult education to play many different roles in their organizations, including those of *leader*, *manager*, and *educator*.¹ In the field of adult education, with its limited resources, these multiple roles frequently overlap. In addition, administrators in adult education are usually from the teacher ranks and not likely to have received training on management principles or leadership skills.

Quality management is necessary to ensure and sustain quality instruction. Among the challenges faced by *leaders* and *managers* in adult education are: securing and allocating resources to address competing priorities; developing and promoting the organization's mission, goals, and objectives; making accessible increasingly complex technology; meeting the needs of a diverse student population; employing and supervising an ever-changing instructional staff; initiating and advocating for changes that promote program improvement; advocating for the field of adult education; responding to the changing demands for program accountability; encouraging problem solving and team building among staff; and collaborating with other agencies to provide comprehensive delivery of services.

As *educators*, program administrators face the challenges of maintaining up-to-date knowledge of research on adult learning, instructional strategies, learner assessment and curriculum design; demonstrating a commitment to life-long learning; and encouraging and supporting staff participation in professional development.

Addressing these challenges requires a wide range of competencies. All program administrators may not have all the requisite competencies, nor would every program expect proficiency on all possible skills an administrator may need. Each administrator, however, possesses unique strengths and can build on those strengths while becoming competent in other areas through career experiences and carefully designed professional development.

¹From *Educational Leadership* (1999). Available at: <http://sweeneyhall.sjsu.edu/depts/eld/edad/index.html>

This publication, *Management Competencies and Sample Indicators for the Improvement of Adult Education Programs*, identifies a set of recognized skills and knowledge areas possessed by effective program administrators. The purposes of this publication are to enable adult education administrators to think reflectively about their programs, to identify areas of strengths and areas for improvement for themselves and for their programs, and to plan and implement strategies that enhance the overall quality of their program. Professional development is included among those strategies.

The management competencies are a companion piece to the publication, *Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs*.² The instructor competencies were designed for use by a variety of adult education stakeholders—state and local administrators, professional development coordinators, and instructors—to enhance instructor performance and improve program quality. Consensus among adult educators, however, is that the quality of an instructor's performance cannot be assessed in isolation. Performance is dependent, in part, upon the resources available, the environment in which the program operates, and the level of support received from program administrators. Therefore, quality programs rely on both competent instructors and competent administrators.

This publication provides a brief overview of the management competencies, including the development process, the overall organization of the competencies, and suggested uses. It also includes a chart listing the competencies and sample indicators. Appendices provide sample tools such as a self-assessment instrument to assist administrators in using the competencies. The suggested uses and tools are designed to guide program improvement. Given their program's mission, goals and objectives, administrators will need to decide how best to use the competencies.

²*Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs*. (February 1999). Sherman, R., Tibbetts, J., Weidler, D., & Woodruff, D. Pelavin Research Center of the American Institutes for Research.

How Were the Competencies Developed?

The management competencies were developed with extensive input from the field and were based on a literature search of effective administrative skills and practices. Management competencies developed at the state level were also reviewed. Materials reviewed included: Texas' *Proposed Instructional Leadership Proficiencies for Adult Education Administrators, Draft*, Massachusetts' *Principles of Effective Administrative Leadership and Examples of Descriptors*, Kentucky's *Administrative Practitioner Standards for Adult Education Credentialing*, and Mississippi's *Standards for School Leaders*. Also reviewed were the Comprehensive Adult Student Assessment System's (CASAS) Program Management Competencies³ and the skills and abilities characteristic of effective program managers as identified by California's *Programs of Excellence*.

Based on information obtained from these resources, an initial draft of the competencies was developed. Project consultants, with extensive experience in adult education, conducted the first review of the draft. A revised draft was mailed for review to a broader audience consisting of approximately 300 individuals including state directors, professional development coordinators, instructors, and program administrators. Their comments and feedback were incorporated and the competencies were revised accordingly. Among the changes made were the inclusion of sample performance indicators that demonstrate the existence of the competency. These indicators are not meant to be exhaustive; they illustrate how the competency may be demonstrated.

After a second round of reviews by project consultants and experts, a series of focus groups were conducted to gather further input from the perspective of management and instructional staff. The final document includes feedback received from focus groups held in California, Virginia, and Maryland.

Like the instructor competencies, the management competencies were developed to reflect the Secretary's Commission on Achieving Necessary Skills (SCANS) research on the definition of effective job performance. For example, emphasis is placed on interpersonal skills such as being an attentive listener and good communicator, being approachable and accessible to staff, respecting

³The management competencies are part of CASAS's *Continuous Improvement Measure* (CIM).

diversity, and considering differences in opinion among staff members when making decisions.

Similarly, the use of technology is emphasized throughout the competencies. The competencies also focus on effective management and allocation of resources, ongoing program evaluation, and outcome reporting for program improvement and accountability consistent with the Workforce Investment Act (WIA) and other legislation.

How Are the Competencies Organized?

The competencies reflect several broad themes associated with effective program management. These themes, identified below, are implicit in many competencies.

- **Communicating and collaborating with instructors, learners, and other stakeholders on an ongoing basis.** Quality administrators demonstrate effective interpersonal communication skills. They seek input from all staff, encourage participatory decision-making and use a variety of modes of communication. Program administrators recognize the importance of developing collaborative relationships within the organization and the outside community. A process is in place to gather input for program improvement from all stakeholders. Collaboration with stakeholders is regarded as an important part of the decision-making process. Administrators regularly seek new relationships with important stakeholders in the community as well as ensure that existing relationships are maintained.
- **Managing resources in a limited environment.** Program administrators in adult education often need to be fiscally creative. In order to provide services for their staff and learners, they must maintain their budgets, be willing to seek additional funding, and form partnerships.
- **Recognizing the significance of technology within the adult education environment.** Program administrators continuously model effective uses of different technologies for staff and learners. They keep current on technological developments, provide professional development activities on the effective use of technology for instruction and program management, and ensure that technology is integrated into instructional plans, and used for administrative purposes, as appropriate.
- **Respecting diversity.** Program administrators demonstrate a respect and appreciation for diversity by having staff and student body representative of the community. They take into account the various needs of staff and students and ensure that programs and support services are available.
- **Evaluating the overall program for continuous improvement and accountability.** Good managers recognize the importance of evaluation if they are to maintain quality programs. The system involves conducting needs and outcomes assessments; reporting the results to instructors, learners, and the community; and making program changes based on the assessments.

The competencies are divided into 7 general categories: 1) Leadership Skills, 2) Instructional Leadership, 3) Resource Management and Allocation, 4) Staff Supervision, 5) Program Monitoring and Reporting, 6) Professional Development Practices, and 7) Community Collaboration. The categories are not listed in order of priority or importance.

Sample performance indicators illustrate each competency. The indicators are meant to serve as exemplars that demonstrate the existence of the competency and are not exhaustive.

Below is a brief description of each competency category, listed in the order in which the competencies and performance indicators appear.

- **Leadership Skills.** Effective leaders are able to direct staff and delegate authority. Leaders initiate and promote the change process. They possess positive interpersonal skills, demonstrate professional behavior, and work towards continuous program improvement.
- **Instructional Leadership.** Effective administrators provide instructional leadership, overseeing the educational process and ensuring that the instructional program is serving the needs of the learners and the broader community in a resource-limited environment.
- **Resource Management and Allocation.** It is not uncommon for adult education programs to have limited resources. Program administrators effectively manage available resources and seek additional resources to keep the program running efficiently.
- **Staff Supervision.** Effective supervision ensures that processes are in place for hiring, evaluating, and terminating staff and for providing the support and guidance to help staff attain the expected levels of competence.
- **Program Monitoring and Reporting.** Administrators systematically monitor and evaluate staff, program procedures, and student progress. Data obtained from monitoring and assessment are used for continuous program improvement, accountability, and the identification of needed resources. Procedures for collecting, documenting, and disseminating information result in timely and accurate data.
- **Professional Development Practices.** Professional development is an essential part of program improvement for both instructors and administrators. Effective administrators pursue their own learning and recognize the importance of having staff who are up-to-date on best practices and possess knowledge of content areas. Program administrators encourage staff to identify their strengths and areas for improvement related to the program's mission and goals. In addition, they provide support for professional development by offering trainings and resources based on staff needs.
- **Community Collaborations.** Effective administrators build relationships with the larger community to improve the delivery of services. They work collaboratively to increase resources, provide services for learners, and advocate for the adult education community.

How Can the Competencies Be Used to Improve Program Management?

Programs can use the management competencies in a variety of ways. Based on the organizational structure and/or the vision of the program, some competencies may not be applicable to all programs. Administrators and staff will need to identify those competencies most relevant to their program. The competencies and related indicators are intended to provide a broad outline of expected areas of expertise. They are not exhaustive.

The following discussion provides suggestions for using the competencies at the state and local levels. The suggestions are based on feedback from project consultants, experts in the field, and the focus groups conducted during the development of the document.

Potential Uses of the Management Competencies

The field of adult education is very broad. Depending upon the characteristics of programs and needs of administrators, programs may modify the competencies and identify the manner of their use. Some of the following examples were identified during the instructor and management focus groups:

State Level Uses

- **Build on competencies that have already been developed or foster the development of additional competencies.** States that have developed their own management competencies may want to build on the sample indicators to help clarify how these competencies are actually demonstrated. For states that have not developed management competencies, this document may be used as a baseline for considering the kinds of skills and knowledge areas that should be in place to improve program quality. State professional development coordinators can take the lead in bringing staff together to review competencies and initiate discussions on creating management competencies that are consistent with their own goals and mission.
- **Develop guidelines for recruiting and hiring administrators.** Competencies may be used by states as guidelines to local programs for recruiting and hiring. *PRO-NET 2000* is developing an instrument for this purpose that will include case studies of different hiring situations that focus on specific competencies. Human resource departments may use the case studies during the interview process to help them recognize qualified administrators.
- **Link to certification.** There are initiatives in many states to certify teachers and administrators in adult education. The management competencies may serve as a basis for standardizing the certification process. Management staff could be required to take specific courses related to the competencies. Individuals would then provide evidence of

competencies. Though procedures for certification will vary with state education requirements, types of evidence that a state may require include lesson plans, journals, portfolios, and observational and anecdotal notes from supervisors.

Local Program and Individual Level Uses

- **Model job descriptions.** The administrator focus groups acknowledged that administrators often felt that their jobs were poorly defined. Many are hired as administrators after being identified as good instructors, however, they lacked experience in management. Many administrators defined their own position after experiencing the job first-hand. Local programs can use the competencies to identify job requirements for operating an adult education program.
- **Conduct self-assessments.** Program administrators may use the competencies to help them reflect upon and assess their own skills and knowledge. They can begin by identifying those competencies that are relevant to their management responsibilities and then assess their level of proficiency in those competencies. Appendix A provides a tool that may be used for self-assessments.
- **Plan professional development.** Administrators can use the results of a self-assessment to determine the focus for their own professional development. In areas where they demonstrate strengths, administrators may choose to mentor or coach other administrators. For areas needing improvement, they can determine the kinds of professional development that will enhance their skills. Appendix B provides a tool to help administrators develop a plan for their professional development.
- **Pursue additional credentials.** Administrators interested in obtaining additional credentials can use the competencies to identify the areas in which they would like to pursue further education. They may choose to build on their strengths and/or seek a degree in an area in which they appear to excel.
- **Identify areas for program improvement.** Collaboratively, administrators and staff may develop a Likert-type rating scale (a scale that rates on a continuum) to determine how well a program is performing in each of the competencies. Each number on the scale can have a description indicating the extent to which the program is implementing the competency. If there are competencies that are not well implemented, administrators and staff can work together on improving that area. Yearly goals and priorities can also be established.

These are suggested uses for the competencies. Undoubtedly, individual program administrators will find additional uses. Both the management and instructor competencies should be used in a constructive manner to support continuous program improvement. Together, they provide a more comprehensive picture of quality, for both programs and instruction.

MANAGEMENT COMPETENCIES AND SAMPLE PERFORMANCE INDICATORS

Note: Competencies and Indicators are not listed in order of importance.

MANAGEMENT COMPETENCIES AND SAMPLE PERFORMANCE INDICATORS

LEADERSHIP SKILLS	
Competency	Sample Performance Indicators
1. Models appropriate professional behavior and encourages other staff members to act in a professional manner.	<p>1.1 Engages in and promotes ethical conduct.</p> <p>1.2 Uses and practices a participatory management style open to constructive criticism.</p>
2. Demonstrates effective interpersonal and communication skills.	<p>2.1 Seeks input from all levels of staff, listens attentively, demonstrates fairness and consistency, and conveys information fully and clearly.</p> <p>2.2 Uses a variety of modes of communication.</p> <p>2.3 Encourages and allows opportunity for staff to confer and present issues and problems affecting instruction and other program-related services.</p> <p>2.4 Supports innovative practices to improve program related issues and services.</p>
3. Encourages active involvement of all staff and stakeholders in decision-making processes.	<p>3.1 Provides opportunities for learners, instructors, and community stakeholders to give feedback before significant program changes are implemented.</p> <p>3.2 Shows evidence of stakeholder buy-in through such means as meetings of representative groups, and program surveys to the community.</p> <p>3.3 Delegates authority and decision-making to appropriate entities and supports their decisions.</p> <p>3.4 Uses collaborative teams and other strategies to identify outcomes, design curriculum, share instructional strategies, conduct assessments, analyze results, and adjust instructional processes.</p>

9

12

13

MANAGEMENT COMPETENCIES AND SAMPLE PERFORMANCE INDICATORS

LEADERSHIP SKILLS	
Competency	Sample Performance Indicators
4. Establishes and promotes the philosophy, goals, and objectives of adult education.	<p>4.1 Works to position adult education to ensure that adult education programs mesh with the overall organizational mission.</p> <p>4.2 Establishes benchmarks to show alignment with vision, mission, philosophy, and goals.</p>
5. Promotes an environment in which linguistic and cultural differences are valued and appreciated.	<p>5.1 Provides resources and curriculum materials that support anti-bias and multicultural learning.</p> <p>5.2 Seeks staff who represent the diversity of the student population.</p> <p>5.3 Respects and honors diversity in everyday interactions.</p>
6. Initiates and facilitates change process.	<p>6.1 Remains current on trends and issues and seeks innovations.</p> <p>6.2 Presents innovations to appropriate staff and makes decisions that are aligned with their feedback.</p> <p>6.3 Assists staff and learners with implementing change and supports risk taking.</p> <p>6.4 Involves staff in identification of trends.</p>
7. Advocates for the development of the field of adult education at national, state, and local levels.	<p>7.1 Disseminates information in the community about program accomplishments through the use of technology and other means.</p> <p>7.2 Participates in professional organizations that advocate for the advancement of adult education in a variety of ways.</p> <p>7.3 Engages and encourages staff and students to be active advocates for adult education.</p>

16

10

BEST COPY AVAILABLE

15

MANAGEMENT COMPETENCIES AND SAMPLE PERFORMANCE INDICATORS

INSTRUCTIONAL LEADERSHIP	
Competency	Sample Performance Indicators
8. Initiates and monitors the process of curriculum design and development, and supports instructional processes and strategies based on research in adult learning and development.	<p>8.1 Guides instructional staff in designing and implementing educational curricula that accommodate diverse learning styles, abilities, and cultures.</p> <p>8.2 Supports and assists staff in planning instructional programs based on state performance standards, learner data, research on effective practice, community and learner needs, demographics, resources, and economic and technological trends.</p> <p>8.3 Assists instructors in guiding learners with the development and ongoing review of the learners' educational plans.</p> <p>8.4 Establishes structures and processes that allow instructors to work together to improve teaching and learning.</p> <p>8.5 Supports individuality of teacher approaches to implementation of the curriculum.</p> <p>8.6 Supports staff in integrating into curriculum adults' roles as workers, citizens, and family and community members.</p> <p>8.7 Assists instructors in incorporating technology into instructional practices.</p> <p>8.8 Provides a system for instructor accountability for student learning.</p>

MANAGEMENT COMPETENCIES AND SAMPLE PERFORMANCE INDICATORS

INSTRUCTIONAL LEADERSHIP	
Competency	Sample Performance Indicators
9. Compiles and/or uses various needs assessments to determine staff, learner, and community needs.	<p>9.1 Assesses and/or reviews instructor needs on an individual basis through classroom observations, meetings, written goals and plans, and assessment instruments. Facilitates the discussion of outcomes with instructors.</p> <p>9.2 Coordinates procedures for assessment and placement of learners in appropriate programs at appropriate educational functioning levels.</p> <p>9.3 Researches and/or conducts community needs assessments to determine service and employment needs and opportunities.</p> <p>9.4 Ensures that the targeted student population has been assessed for special learning and language needs and that appropriate programming is provided.</p>

13

10

12

MANAGEMENT COMPETENCIES AND SAMPLE PERFORMANCE INDICATORS

RESOURCE MANAGEMENT AND ALLOCATION	
Competency	Sample Performance Indicators
10. Identifies and applies for additional funding independently or collaborates with other programs and partners.	<p>10.1 Seeks partnerships with other programs funded under federal regulations and other collaborative partnerships, as appropriate.</p> <p>10.2 Demonstrates resource development at the program level.</p> <p>10.3 Maintains active awareness of and pursues potential grant and funding sources in local, regional, and national community.</p>
11. Effectively manages and allocates the budget.	<p>11.1 Ensures that expenditures are allowable and appropriate and that allocated funds are available throughout the fiscal year.</p>
12. Uses financial resources to support the program's mission and goals and to foster continuous program improvement and accountability.	<p>12.1 Allocates funds equitably to effective programs and sites based on such indicators as attendance, retention, student outcomes, and benchmarks.</p>
13. Identifies and utilizes resources to enhance the instructional process.	<p>13.1 Uses resources to integrate and upgrade technology and provides professional development on effective use of technology for instructors and administrators.</p> <p>13.2 Establishes a safe and non-threatening learning environment that is appropriate for adult learners.</p>

21
20

MANAGEMENT COMPETENCIES AND SAMPLE PERFORMANCE INDICATORS

HUMAN RESOURCE MANAGEMENT	
Competency	Sample Indicators
14. Recruits, hires, evaluates, and terminates staff based on established criteria.	<p>14.1 Provides formal orientation of new staff and learners to the adult education program.</p> <p>14.2 Provides for a system of instructor observations and evaluations focusing on such areas as: (1) organizing and delivering instruction, (2) managing instructional resources; (3) monitoring and assessing progress, (4) accommodating diverse learning styles, (5) using materials and technology, (6) providing learner guidance and referrals, and (7) helping learners transfer learning to real-life situations.</p> <p>14.3 Recognizes when staff members are not performing effectively, provides guidance and support to enable attainment of needed competencies, involves appropriate stakeholders and follows required procedures and due process, leading to staff termination when necessary.</p>

23

22

MANAGEMENT COMPETENCIES AND SAMPLE PERFORMANCE INDICATORS

PROGRAM MONITORING AND REPORTING	
Competency	Sample Performance Indicators
15. Promotes clear procedures for collecting, documenting, and reporting data.	<p>15.1 Establishes and monitors a process for collecting, documenting, and reporting secondary or optional measures related to employment and family, in accordance with current government legislation.</p> <p>15.2 Provides and promotes training for data collectors to ensure accuracy of outcome data.</p> <p>15.3 Fulfills legal or program requirements for compliance, record keeping, and reporting.</p> <p>15.4 Maintains confidentiality and limits access to staff and learner files and records (e.g. past education, employment, interests, disabilities, and short-term educational, personal, and employment goals).</p> <p>15.5 Analyzes, identifies dissemination strategies, and reports program outcomes and evaluation data for various audiences.</p> <p>15.6 Ensures data are accessible, in a timely manner, to staff, learners, community members, and other stakeholders (via such means as reports, use of media, and web pages).</p>

BEST COPY AVAILABLE

25

15

24

MANAGEMENT COMPETENCIES AND SAMPLE PERFORMANCE INDICATORS

PROGRAM MONITORING AND REPORTING	
Competency	Sample Performance Indicators
16. Monitors and evaluates the program and uses the data for program improvement and accountability.	<p>16.1 Develops and implements an overall program review process that is ongoing, participatory, guided by an articulated evaluation process, and based on a written plan to assess program strengths and areas for improvement.</p> <p>16.2 Involves representative staff in the development of written plans and data collection.</p> <p>16.3 Ensures that programs are inclusive of and suitable for students with special language and learning needs.</p> <p>16.4 Coordinates the procedure for the collection and maintenance of relevant up-to-date learner information in order to improve the program based on the needs of the learners.</p>

BEST COPY AVAILABLE

26

27

MANAGEMENT COMPETENCIES AND SAMPLE PERFORMANCE INDICATORS

PROFESSIONAL DEVELOPMENT PRACTICES	
Competency	Sample Performance Indicators
<p>17. Plans, promotes, and models life-long learning practices.</p>	<p>17.1 Keeps up-to-date with research on instructional practices, management, and leadership, as well as on effective practices in professional development, and shares those practices with staff.</p> <p>17.2 Engages in a variety of activities that foster own learning such as participating in collegial networking and subscribing to journals and listservs.</p>
<p>18. Promotes continuous professional development for staff.</p>	<p>18.1 Supports the professional development of instructors by relaying specific information about professional development opportunities and by providing release time, stipends, or other types of support enabling instructors to engage in professional development activities that focus on student and program improvement.</p> <p>18.2 Encourages instructors to become involved in the identification and planning of their own professional development and to engage in a variety of activities including inquiry research, workshops, institutes, and observation/feedback (e.g., peer coaching and mentoring).</p> <p>18.3 Designs collaboratively, a staff development program in accordance with program needs based on the results of staff needs assessments, informal conversations, identified state or local needs and mandates, and research.</p> <p>18.4 Supports a variety of professional development activities that reflect the organization's mission and principles of adult learning.</p>

29

BEST COPY AVAILABLE

MANAGEMENT COMPETENCIES AND SAMPLE PERFORMANCE INDICATORS

Competency		Sample Performance Indicators
19. Encourages and promotes professional development activities related to technology.		<p>19.1 Acquires and maintains knowledge of technology and applies it to adult learning and professional development.</p> <p>19.2 Shares information on, provides training in, and promotes the use of technology with instructors and other staff.</p>
	COMMUNITY COLLABORATION	
20. Builds relationships with various agencies and institutions to enhance the delivery of services.		<p>20.1 Maintains ongoing agency outreach, publicity, and staff recruitment activities to promote the program and secure funding, community expertise, equipment, and other resources.</p> <p>20.2 Establishes partnerships and alliances with businesses, institutions of higher learning, local educational agencies, child care centers, health centers, employment and job training centers, boards, and other agencies to expand understanding of adult education, assess needs, enhance program resources, and improve services for adult learners.</p> <p>20.3 Seeks and shares information about student/client benefits and potential funding opportunities with businesses and community organizations.</p>
21. Accesses and makes available information to clients about community resources and issues, and relevant laws and regulations.		<p>21.1 Informs the community and staff about relevant legal requirements such as those for instructing adults with special needs.</p> <p>21.2 Shares information about available resources, such as community resource guides and web-based information.</p>

BEST COPY AVAILABLE

30

51

APPENDIX A

MANAGEMENT SELF-ASSESSMENT INSTRUMENT

Management Self-Assessment Instrument

Directions: Review each of the competencies in Column 1. For each competency, using the Likert Scale in Column 2, indicate how relevant the competency is for your program management responsibilities. Number one indicates very relevant while number four indicates little relevancy. For each competency, enter the appropriate number in the space provided in Column 2. Similarly, for each competency in Column 3 assess your proficiency with the competency (Column 3, if used over time can also help you chart your progress in attaining the competencies). In Column 4, check "yes," or "no" indicating whether or not the competency is a goal for you this year. Use the results of this self-assessment to determine areas for professional development. You will probably want to focus on those competencies that are most relevant to your management responsibilities, in areas where you need improvement, and in areas that are goals for you this year. Appendix B offers a planning instrument that can help you plan and prioritize your professional development activities.

COMPETENCY	Relevant To My Program				SELF-ASSESSMENT				GOAL FOR THIS YEAR?	
	1	2	3	4	1	2	3	4	Yes (✓)	No (✗)
	Relevant	Not Relevant	Excellent	Needs Improvement						
Sample 15. Promotes clear procedures for collecting, documenting, and reporting data.		4		2					✓	
1. Models appropriate professional behavior and encourages other staff members to act in a professional manner.										
2. Demonstrates effective interpersonal and communication skills.										
3. Encourages active involvement of all staff and stakeholders in decision-making processes.										
4. Establishes and promotes the philosophy, goals, and objectives of adult education.										
5. Promotes an environment in which linguistic and cultural differences are valued and appreciated.										
6. Initiates and facilitates change process.										
7. Advocates for the development of the field of adult education at national, state, and local levels.										
8. Initiates and monitors the process of curriculum design and development and supports instructional processes and strategies based on research in adult learning and development.										
9. Compiles and/or uses various needs assessments to determine staff, learner, and community needs.										

Management Self-Assessment Instrument

COMPETENCY	RELEVANT TO MY PROGRAM				SELF ASSESSMENT				GOAL FOR THIS YEAR?	
	1	2	3	4	1	2	3	4	Yes (✓)	No (✗)
	Relevant	Not Relevant	Excellent	Needs Improvement						
Sample:										
15. Promotes clear procedures for collecting, documenting, and reporting data.		4				2			✓	
10. Identifies and applies for additional funding independently or collaborates with other programs and partners.										
11. Effectively manages and allocates the budget.										
12. Uses financial resources to support the program's mission and goals and to foster continuous program improvement and accountability.										
13. Identifies and utilizes resources to enhance the instructional process.										
14. Recruits, hires, evaluates, and terminates staff based on established criteria.										
15. Promotes clear procedures for collecting, documenting, and reporting data.										
16. Monitors and evaluates the program and uses the data for program improvement and accountability.										
17. Plans, promotes, and models life-long learning practices.										
18. Promotes continuous professional development for staff.										
19. Encourages and promotes professional development activities related to technology.										
20. Builds relationships with various agencies and institutions to enhance the delivery of services.										
21. Accesses and makes available information to clients about community resources and issues, and relevant laws and regulations.										

Appendix B

Management Professional Development Action Plan

MANAGEMENT PROFESSIONAL DEVELOPMENT ACTION PLAN

Directions

Based on the results of your self-assessment profile, identify each of your goals for this year in order of priority. You may want to circle your present level of proficiency for each goal in the space provided (1 as high and 5 as low). At the completion of your professional development activity, rate your level of goal proficiency in the second space.

Goals Priority	Self-Assessment											
	Proficiency at Outset					Proficiency at Conclusion						
1	Goal: _____ _____		1	2	3	4	5	1	2	3	4	5
	Specific Activities	Timeline	RESOURCES									
2	Goal: _____ _____		1	2	3	4	5	1	2	3	4	5
	Specific Activities:	Timeline	RESOURCES									
3	Goal: _____ _____		1	2	3	4	5	1	2	3	4	5
	Specific Activities:	Timeline	RESOURCES									
4	Goal: _____ _____		1	2	3	4	5	1	2	3	4	5
	Specific Activities:	Timeline	RESOURCES									



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

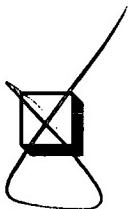


NOTICE

Reproduction Basis



This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").